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ABSTRACT

For the 1984-85 annual evaluation of the Adult and Continuing Education (ACE) Program, Gateway Technical Institute (GTI) elected to use the self-evaluation model developed by the Wisconsin state ACE Task Force. Students, instructors, administrators, program coordinators, and advisory committee members were surveyed to identify program strengths and the concerns of each group. Study findings, based on responses from 45.4% of the students (N=303), 69.9% of the instructors (N=51), 93.3% of the administrators (N=28), and 60.9% of the advisory committee members (N=28), included the following: (1) strengths identified by students and instructors were found among instruction and curriculum indicators; (2) administrators cited the sexual fairness of district publications, accessibility of programs and courses, and the ability to reach special groups as program strengths; (3) student concerns were concentrated on facilities, the registration process, and the adequacy of course selection; (4) instructors indicated emergency preparation, course content consultation, and supervisor evaluation as their concerns; and (5) administrators were concerned primarily with the lack of an ACE marketing plan. In addition to the self-study, the ACE's annual evaluation looked at economic development activities and direct services to business and industry, as well as at traditional evaluation criteria of student demographics, course offerings, and enrollments. Data tables and the survey instruments are included. (EJV)

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GATEWAY TECHNICAL INSTITUTE

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION

ANNUAL REPORT 1984-1985

Research, Planning and Evaluation Services
Gateway Technical Institute
August, 1985

IC 860 012

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Lucinda Robinson Cloutier
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ADULT AND CONTINUING EDUCATION
ANNUAL REPORT 1984-1985

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GATEWAY TECHNICAL INSTITUTE

ADULT AND CONTINUING EDUCATION ANNUAL REPORT
1984-1985

INTRODUCTION

For the 1984-85 annual evaluation of the Adult and Continuing Education Program, Gateway elected to utilize the Self-Evaluation Model developed by the state ACE Task Force. The model provided a transitional tool for systematically evaluating the ACE function at Gateway. This report also includes enrollment data which traditionally was used as an evaluation criteria. The following groups were included in the study: students, instructors, District and campus administrators and ACE administrators, program coordinators and advisory committee members.

ACE functions in the Gateway District were restructured in January 1984. Prior to 1984, ACE was an independent organizational division with its own instructional units, distinct faculty and independent fiscal and administrative operations. ACE instruction and financing are now incorporated into the instructional units. There is one ACE Coordinator at each branch campus.

PART I - MONITORING AND SCREENING RESULTS

METHODOLOGY

Survey instruments designed by the ACE Task Force were used to measure the views of the various populations. Students were sampled using a single stage cluster sampling design. Sample size was determined based on preliminary enrollment data for the District. The total number was calculated using guidelines provided by the ACE Task Force. Samples were drawn independently for each county to insure proportional representation. The classes (clusters) were identified using a random selection process. To reduce time and increase efficiency the instructor of an identified class was also asked to participate in the survey. Additional instructors were selected to arrive at the required minimum. The instrument entitled, "II-Needs Identification, Marketing and Advisory Committees" was sent to every individual in the following groups: District Director, ACE Coordinators, Program Coordinators and Evening School Supervisors. This group was instructed to complete pages one through three and respond to question 47. Questions relating directly to advisory committees were skipped by the administrator group. All members of the ACE advisory committees were also sent the

questionnaire on "Needs Identification, Marketing and Advisory Committees". This group, however, was only instructed to complete page 4 containing nine questions specifically concerning advisory committees.

Questionnaires were mailed to all groups on March 18, 1985. A follow-up letter was mailed on April 22, 1985 reminding all groups to complete the questionnaire or call to receive additional copies. In the case of students and instructors, additional clusters were selected and surveyed. Differences between preliminary and actual enrollment and low response rate necessitated the addition to the sample. Final response rates are shown in Table I below. Selected demographic information provided by respondents can be found in Table IIA-Table IIC on pages 3 and 4.

TABLE I

ACE Monitoring and Screening Data Collection

	Number	% of Total
Student Survey		
Students Surveyed	667	2.5
Student Returns	303	45.4
Instructor Evaluation		
Instructors Surveyed	73	10.4
Instructor Returns	51	69.9
Communities Represented by Students Surveys and Instructor Evaluations	12	33.3
Needs Identification Survey		
Administrators Surveyed	30	100.0
Administrator Returns	28	93.3
Advisory Committees Members Surveyed	46	100.0
Advisory Committee Returns	28	60.9

TABLE IIa
ADULT AND CONTINUING EDUCATION: EVALUATION
Student Survey - Demographic Charateristics

Number Responding	TOTAL	CAMPUS		
		KENOSHA	RACINE	WALWORTH
Employment Status:				
Employed	174	56	90	28
Unemployed	23	7	12	4
Retired	44	21	9	14
Homemaker (FT)	43	11	22	10
Student	9	5	3	1
Other	5	0	2	3
No Response	5	3	1	1
Age Group:				
17 and under	3	1	2	0
18 - 24	37	9	20	8
25 - 34	85	28	47	10
35 - 44	45	14	19	12
45 - 54	58	19	28	11
55 - 61	22	7	11	4
62 and over	48	22	11	15
No Response	5	3	1	1
Sex:				
Male	62	25	30	7
Female	236	75	109	52
No Response	5	3	0	2
TOTAL (N=)	303	103	139	61

RPE:07/29/85

TABLE IIb
ADULT AND CONTINUING EDUCATION: EVALUATION
INSTRUCTIONAL SURVEY

Number Responding	TOTAL	CAMPUS		
		KENOSHA	RACINE	WALWORTH
Faculty Status:				
Part-time (one course)	10	4	4	2
Part-time (2 or more)	36	16	12	8
Full-time	2	0	1	1
Other	1	0	1	0
No Response	2	2	0	0
TOTAL	51	22	18	11

RPE:08/01/85

TABLE IIc
ADULT AND CONTINUING EDUCATION: EVALUATION
NEEDS ASSESSMENT, MARKETING AND ADVISORY COMMITTEES
POSITION AT GATEWAY

GATEWAY STAFF	Responses	% of Total
District Administrator	4	14.29
Ace Coordinator	2	7.14
Program Coordinator	17	60.71
Evening Supervisor	5	17.86
TOTAL	28	100.00

ADVISORY COMMITTEES	Responses	% of Total
Adult Basic Education	9	32.14
Adult High School	7	25.00
Handicapped/Special Need	7	25.00
Womens' Bureau	5	17.86
TOTAL	28	100.00

RPE:08/01/85

ASSESSMENTS OF RETURNS

Survey data was tabulated using available equipment and software. An Apple IIe and Q-card software were, at the time, the available tools. In order to analyze the data in a systematic and timely manner, comparative ranking techniques were used. The entire data base and detailed results, however, are available for future evaluation and action by ACE administrators and advisory committees.

Survey questions requesting respondents to use a rating scale were analyzed by calculating a simple average (mean score). The student questionnaire used a four point rating scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). The instruments used for instructors and for administrators and advisory committees used a five point rating scale (1 = far below criterion, 2 = approaching criterion, 3 = meets criterion, 4 = slightly above criterion, 5 = significantly above criterion). Non-respondents and those responding "n/a" (not applicable) were excluded from the calculation. The appendix contains a summary of all responses collected with the three instruments. The number responding and mean score (where appropriate) are shown along with the text of each question.

Results were analyzed separately for each group: students, instructors, administrators and advisory committee members. Strengths identified by each group are shown in Table III on the following page. Identified concerns are listed in Table IV on pages 9 and 10.

Strengths

As shown in Table III, identified strengths fell into several categories. Instruction and curriculum indicators were strengths identified by students and instructors. Course relevancy, practical applications, instruction organization and evaluation were identified by these groups. The administrators joined faculty and students in giving high marks to sexual fairness and neutrality issues, i.e., sex equality in the class, sex fair language in instruction materials and District publications. In addition to the latter point, the administrators identified efforts to reach target and special groups as strengths of ACE. Location of courses, communication with community agencies and efforts to reach two target groups--men/women and post-secondary school students and/or graduates--were the indicators receiving the highest scores.

The nine indicators rated by Advisory Committee members had a fairly narrow focus dealing specifically with the committee composition, function and administration. The highest ratings were given to indicators: minutes of meetings on file, membership representation and for involvement of ACE personnel in committee activities.

TABLE III

Strengths of the ACE Program
(in rank order - high to low)

Group/Indicator	Mean Score	% Responding
STUDENTS[1] (n = 303)		
• Students questions were answered effectively. .	3.56	97.0
• Our instruction was organized in an effective manner.	3.48	97.7
• Both sexes were welcome in the class, were treated fairly and equally, and sex fair language was used	3.45	73.6
• The contents of this course are relevant to my needs	3.41	96.4
• I was evaluated with a fair and accurate process (tests, instructor comments, performance evaluations, etc.)	3.41	62.4
INSTRUCTORS (n = 51)		
• Both sexes are welcome in my class(es), are treated fairly and equally, and sex fair language is used	4.46	94.1
• As a part of my teaching responsibilities, I am required to keep my course content current	4.18	86.3
• Students are encouraged to apply course content through the use of practical situations.	4.14	86.3
• Course content is prepared with the advice and/or assistance of **Instructor**	4.11	86.3
• Texts and other print and non-print resources are sex fair, i.e., language is neutral	4.06	60.8

[1] Note: The rating scale used by students ranged from 1 to 4. All other groups used a 5 point scale.

Table III (cont.)
Strengths of the ACE Program
(in rank order - high to low)

Group/Indicator	Mean Score	% Responding
ADMINISTRATORS (n = 28)		
• Language used in all district publications is sex fair.	4.00	83.3
• Courses/programs are offered at accessible locations and may be rotated to meet the needs of clientele.	3.75	93.3
• Programs/courses are offered to meet the needs of **Men/Women**.	3.74	90.0
• Communications with community agencies such as Vocational Rehabilitation, Health and Social Services, Veterans, and JTPA are made in order to identify needs of all adults, including the disadvantaged, handicapped, and other special groups.	3.65	86.7
• Program/courses are offered to meet the needs of **Post-secondary school students and/or graduates**	3.64	93.3
ADVISORY COMMITTEE MEMBERS (n = 28)		
• Minutes of advisory committee meetings are on file	3.63	67.9
• Advisory committee membership includes employers, employees, and/or other appropriate representatives	3.61	82.1
• Adult and Continuing Education unit personnel are actively involved in advisory committee activities.	3.25	71.4

Concerns

Concerns identified by each group are listed in Table IV with the text of the question, average rating and the percentage of respondents rating the indicator. Unlike the strengths, there was very little overlap across groups in concerns identified. The five indicators receiving the lowest scores from students covered facilities (adequacy of parking, lighted sidewalks, etc.), equipment (two indicators: sufficient numbers and adequacy in terms of technology and repair), the registration process (accessibility and ease), and adequacy of course selection.

Many ACE courses are taught at outreach locations such as area high schools. As one third percent of the surveyed classes were located at non-Gateway facilities, responses indicating student concerns relating to facilities and equipment may be areas Gateway cannot address. To more accurately gauge satisfaction with Gateway facilities, future evaluation instruments should request information on course locations.

The five indicators receiving the lowest ratings from instructors identified some areas where they feel major improvement could be made. Instructors identified two groups who should be consulted when course content is being prepared: curriculum specialists and advisory committee members. They also indicated education of students and staff on emergency procedures is not adequate and should be improved. Inquiry on provision for supervisor evaluation alsc received a low mean score suggesting improvements are needed.

The indicator with the lowest average rating was instructor education on removing sex bias. This bottom rank should be balanced against the top ratings received by indicators dealing with sexual equality in the classroom, instruction materials and District publications.

Administrators were very specific about their major concerns. All indicators with the lowest ratings deal with the ACE Marketing Plan or lack thereof. Concerns covered financing for a marketing plan, media survey for needs assessment, use of an organized plan, the plan's incorporation of publicizing successes and achievements and range of staff involvement in development and implementation of a marketing plan.

The Advisory Committee indicators were targeted specifically to that group so the nine questions did not cover a broad range of areas. Concerns identified by this group indicated a desire to become more involved with ACE unit evaluation, to assist in course planning and offerings and to have more recognition of committee efforts by the District.

It should be noted that the five indicators identified as student concerns still average around 3.00 to 3.10 on a four point scale. As all indicators were framed as positive statements, a rating in the 3.00 range is a fairly strong indication of an overall favorable rating of the ACE program. On the other hand, concerns identified by instructors, administrators and advisory committee members were rated in the range of 2.00 - 2.88 on a five point scale. Perceptions solicited from these groups may indicate areas where intensified District efforts are needed.

TABLE IV

Concerns about the ACE Program
(in rank order - low to high)

Group/Indicator	Mean Score	% Responding
STUDENTS[2] (n = 303)		
• Adequate parking, lighted sidewalks, etc. made it easy to get to class.	3.00	97.4
• The equipment used in this class was up-to-date and in good repair	3.07	88.8
• The class registration process is accessible and easy to complete.	3.08	94.1
• An adequate selection of courses is available through ACE	3.10	70.0
• There was enough equipment for the students to use.	3.10	86.1
INSTRUCTORS (n = 51)		
• I have received training in how and why to eliminate sex bias from instructional materials methods and behavior.	2.08	51.0
• Course content is prepared with the advice and/or assistance of Curriculum Specialist. . .	2.60	19.6
• Provision is made for supervisor evaluation of my instruction	2.65	72.6
• Course content is prepared with the advice and/or assistance of advisory committee members	2.85	25.5
• Students and Staff are educated on emergency procedures and drills (fire/weather).	2.88	80.4

[2] Note: The rating scale used by students ranged from 1 to 4. All other groups used a 5 point scale.

Table IV (cont.)
Concerns about the ACE Program
(in rank order - low to high)

Group/Indicator	Mean Score	% Responding
ADMINISTRATORS (n = 28)		
• Finances are adequate to implement and maintain a planned program of marketing	2.00	83.3
• Media surveys (newspapers, brochures, flyers, radio and TV) are used to gather comments from the general public as to their specific needs	2.46	80.0
• An organized marketing plan is used to promote the services of the Adult and Continuing Education Unit	2.48	83.3
• The marketing plan includes provision for publicizing the achievement and/or services of the students and staff in the ACE unit . . .	2.54	80.0
• A range of District staff is involved in developing and implementing a district marketing plan.	2.61	76.7
ADVISORY COMMITTEE MEMBERS (n = 28)		
• ACE advisory committees assist with unit evaluation.	2.26	67.9
• Advisory committee efforts are recognized by the district	2.50	71.4
• ACE advisory committees assist with course planning and offerings	2.71	75.0

PART II - IMPACT OF SERVICES AND DEMOGRAPHICS

ECONOMIC DEVELOPMENT ACTIVITIES AND DIRECT SERVICE TO BUSINESS AND INDUSTRY

Local employers are contacted on a regular basis. Some contacts are made through personal on-site visits, while others are done via telephone or through personal letters to chief executive officers or other appropriate management people. Calls are made in response to requests for training, referrals from economic development groups, newspapers and magazine business news, and routine public relations visits. Contacts are made primarily by economic development staff and instructional coordinators.

Training/Education Services

Gateway addresses the employment training needs of the community through a wide variety of educational activities. The ACE instructional activities are aimed at giving people entry level skills, upgrading current employees, retraining displaced workers, and in general assisting employers to improve productivity and profits by providing a well trained, motivated work force.

The program coordinators are responsible for setting up the classes and determining locations. On several occasions, regular continuing education courses have been offered on-site or on-campus in response to a specific business and industry need. Large numbers of companies are helped through offerings in real estate, insurance, and cooperative programs with chambers of commerce and other trade associations.

Teleconferencing

While this service is still in its infancy in the Gateway District, programs have been offered in Downtown Revitalization, Cad/Cam - Are you Ready?, Theory Sigma: Statistical Control, and working with the Adult Learner.

WGTD-FM/91

Credit courses are available via Gateway's public radio station. Most of the courses met the general education requirements of our program. In the summer of 1985, a Small Business management course was offered as a noncredit offering. This will be further developed so it can be offered for credit.

Economic Development activities including technical assistance:

Gateway's role in economic development has been to make employers more productive and profitable while helping to create jobs and qualified workers to fill them. Successful local economic development programs depend heavily on cooperation and coordination of local groups who have unique resources which can impact favorably on ecomomic development efforts.

Gateway contracts for service with local business and industry to provide technical assistance and training services. Over the past year a total of 41 area employers contracted for service with Gateway.

Direct service to business and industry:

Many of the 1984-85 contracts for service involved skill upgrading for existing employees of local business and industry. The training involved areas such as upgrading skills to adapt to new technologies such as computer aided drafting.

Dislocated workers:

Over the past year, Gateway was involved in Title III grant projects for placement and training for dislocated workers. Training provided by Gateway included full-time programs for Associate Degree and Diplomas, class-size projects and customized training including skill upgrading and retraining. Under the State Formula Plan, 213 persons were served--84 for upgrading, 62 for customized and the remainder in full-time programs.

Retraining:

The area of customized instruction for retraining workers is becoming a large portion of the specialized contracts Gateway enters in with local employers and government agencies. Gateway's involvement in this area will continue to grow, with one project for 1985-86 involving 524 area residents.

DEMOGRAPHICS, OFFERINGS AND ENROLLMENTS

Based on an *unduplicated* headcount, the Gateway District served 26,692 individuals in 1984-85. This represented 7.6 percent of the total three-county area. Tables V provides both current and historical statistics on ACE FTE enrollments for the last five academic years. The figures on FTE enrollments are shown by aid code. Total 1984-85 FTE enrollments have increased over those shown for last year. This increase was primarily in the area of aid code 47-Occupational Adult. There were some areas evidencing a decline in FTE enrollments; the largest decline is in the Goal

area (aid code 30). Overall, the figures for 1984-85 are encouraging and may indicate a reversal from the large declines experienced in 1983-84 enrollments.

An analysis of 1984-85 ACE course offerings and FTE enrollments yielded the information in Table VI.

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TABLE V
GATEWAY TECHNICAL INSTITUTE

ADULT AND CONTINUING EDUCATION
Full-Time Equivalency - By Aid Code

Aid Code	Title	1980-81	1981-82	1982-83	1983-84	1984-85	CHANGE fr last yr
30	Goal **	361.81	502.54	522.76	497.32	475.80	(21.52)
38	Adult Basic Education	--	--	--	3.69	9.73	6.04
42	Citizenship & Community Service	124.79	97.84	63.18	42.26	56.47	14.21
91	HS Contract Services	--	--	8.00	0.75	4.88	4.13
Sub-Total:	Pre-Voc Skills	486.60	600.38	593.94	544.02	546.88	2.86
47	Occupational Adult	252.29	215.43	237.35	191.89	220.71	28.82
Sub-Total:	Upgrade & Retraining	252.29	215.43	237.35	191.89	220.71	28.82
00	Conference/Seminar/Workshops	22.53	25.06	19.12	13.14	18.99	5.85
01	District Services	0.63	0.56	1.99	2.13	1.72	(0.41)
02	Cooperative Services	0.20	0.45	0.19	0.20	1.09	0.89
44	Driver Ed. Theory	5.59	3.02	1.58	1.51	1.35	(0.16)
45	Driver Ed. BTW	4.54	2.69	1.41	1.24	1.52	0.28
60	Avocational and Leisure Time	141.84	145.23	143.00	110.01	101.28	(8.73)
Sub-Total:	Community Services	175.33	177.01	167.29	128.23	125.95	(2.28)
43	Homemaking (Occupational)	32.40	30.88	29.92	19.70	17.68	(2.02)
Sub-Total:	Special Target	32.40	30.88	29.92	19.70	17.68	(2.02)
	TOTALS	946.62	1,023.70	1,028.50	883.84	911.22	27.38

** Note: Goal figures based on: 80% of Aid Code 30. RPE:LRC:08/14/85

Sources: 1980-81 through 1983-84, Form 4.
1984-85 based on internal reports on FTE accepted dated 8/14/85.
Figures will be revised when final 1984-85 FTE counts are available.

TABLE VI
GATEWAY TECHNICAL INSTITUTE

ADULT AND CONTINUING EDUCATION
1984-85 Distribution of Offerings anf FTE Enrollments

	OFFERINGS		FTE	
	Number	Percent	Number	Percent
AIDABLE	1,639	61.5%	770.66	84.6%
AVOCATIONAL	527	19.8%	101.28	11.1%
OTHER NON-AIDABLE	498	18.7%	39.28	4.3%
TOTAL	2,664	100.0%	911.22	100.0%

RPE:LRC:08/15/85

RECOMMENDATIONS

1. Emphasis should be placed on development of a marketing plan to promote Adult and Continuing Education Services in the Gateway District. There should be District support for the plan in terms of fiscal and human resources.

   a. This plan should go beyond circulating catalogs of course offerings, it should be designed specifically to market ACE and it should incorporate components to target specific groups (dislocated workers, small business, etc.) and services (technical assistance, skill development, career growth, etc.).

   b. The marketing plan could "piggy back" on other needs assessments conducted by the District. ACE information needs should be considered when other studies are designed.

   c. Appropriate communication mechanisms must be established or existing ones must be utilized more effectively. Concerns identified by committee members, administrators and faculty all indicate that there needs to be general improvement in this area. Specifically, the Needs Identification instrument indicates a concern about participation in the development and implementation of a marketing plan. These concerns must be addressed in developing a planning process.

2. Efforts should be made to improve intergroup communication and participation.

   a. Mechanisms for participation in evaluation both of ACE and of specific course instruction should be developed. In particular, the expertise available through advisory committees should be utilized more effectively.

   b. ACE instructors desire more input in terms of advice and assistance from the advisory committees and from curriculum specialists.

   c. All groups included in the survey should be tapped as resources in not only identifying where problems exist, but in helping to develop viable solutions.

   d. Feedback mechanisms to provide recognition and improve relations must be implemented.

3. Continued emphasis should be placed on addressing equipment needs.

   a. A survey of adequacy of equipment in terms of quantity, quality and technological status could be incorporated into the annual Facilities Utilization Study.

   b. The inventory of equipment and replacement costs should be enhanced and should be utilized to support proposals and upgrade requests.

   c. The computer acquisition and training program scheduled for Fall 1985 should be used as a model for upgrading equipment and skills throughout the institution. Efforts should be made to mainstream ACE course offerings into this process.

4. Gateway's facilities (parking, outside lighting) should be examined in terms of the needs of ACE students who often have classes at night.

5. Efforts should be made to improve the ACE class registration process in terms of accessibility and ease of use.

Gateway has made significant progress in many of the areas identified as concerns by the survey participants. Activities associated with the ACE reorganization and merger have been successful in accomplishing goals of mainstreaming the program and increasing fiscal efficiency. Now that the new organization has been fully implemented, benefits should be seen throughout the program.

In May 1985, Dr. John Birkholz assumed the position of District Director/President. Under his leadership Gateway has begun to revitalize facilities and has implemented a plan for continued improvements. Recognizing deficiencies in the area of instructional equipment, emphasis was placed on addressing this need. The first phase of the plan--involving purchasing of microcomputer equipment--is complete and other areas are being addressed.

The preceding list of recommendations was developed from survey findings. The evaluation, however, took place in an environment which is significantly different from the one existing now. Changes implemented since May and those planned for the coming academic year have, and will, address many of the identified concerns.

APPENDIX

1984 ADULT AND CONTINUING EDUCATION SELF-EVALUATION

Detailed Survey Results

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION

Student Survey

Key
NR/NA = No Response/Not Applicable
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

		NR/NA	1	2	3	4	Mean
1.	The contents of this course are relevant to my needs.	11	1	7	156	128	3.41
2.	My knowledge and skills related to this course were recognized and used by the instructor.	60	2	15	147	79	3.25
3.	Our classroom/lab helped learning (i.e., good lighting, not noisy, comfortable, etc.)	18	4	17	155	109	3.29
4.	The equipment used in this class was up-to-date and in good repair.	34	20	24	142	83	3.07
5.	There was enough equipment for the students to use.	42	17	30	124	90	3.10
6.	Adequate parking, lighted sidewalks, etc. made it easy to get to class.	8	15	43	164	73	3.00
7.	Safety was stressed in class.	111	9	7	119	57	3.17
8.	Adequate materials were available for our class.	31	4	8	160	100	3.31
9.	Appropriate manuals, books and other reference materials were available.	32	2	6	159	104	3.35
10.	The instructional materials used were free of bias.	61	2	4	136	100	3.38
11.	Effective use was made of audiovisual aids (overhead transparencies, slides, chalkboard, etc.)	124	5	9	107	58	3.22
12.	The pace of instruction was about right (amount of material covered each session).	23	7	16	149	108	3.28
13.	My needs, abilities and style of learning were considered in this class.	25	2	10	165	101	3.31

		NR/ NA	1	2	3	4	Mean
14.	Both sexes were welcome in the class, were treated fairly and equally, and sex-fair language was used.	80	3	1	111	108	3.45
15.	I knew what the course objectives were early in the course.	26	1	8	159	109	3.36
16.	Our instruction was organized in an effective manner.	7	1	9	134	152	3.48
17.	I was evaluated with a fair and accurate process (tests, instructor comments, performance evaluations, etc.).	114	3	0	103	83	3.41
18.	Students' questions were answered effectively.	9	0	0	129	165	3.56
19.	The reading level of the instructional materials used was appropriate.	74	4	4	140	81	3.30
20.	The class registration process is accessible and easy to complete.	18	24	14	161	86	3.08
21.	An adequate selection of courses is available through ACE.	91	4	22	135	51	3.10

22. The following support services were adequate for your needs:

	NA	Yes	No	Not Needed
a. Counselor	45	31	6	221
b. Financial aids	48	6	6	243
c. Health services	47	7	4	245
d. Bookstore	45	70	8	180
e. Job information and/or placement services	48	13	6	236
f. Food service	47	22	7	227
g. Child care	48	4	4	247
h. Student activities	49	5	4	245

23. What is your employment status?

a.	Employed	165	d.	Full-time homemaker	36
b.	Unemployed	23	e.	Student	5
c.	Retired	39	f.	Other	3
				No Response	32

24. Please indicate the age group you fall within:

a.	17 and under	3	e.	45-54	58
b.	18-24	37	f.	55-61	22
c.	25-34	85	g.	62 and over	48
d.	35-44	45		No Response	5

25. What is your sex?

a.	Male	62
b.	Female	236
	No Response	5

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION

Instructor Evaluation

Key
NR/NA = No Response/Not Applicable
1 = Far below criterion
2 = Below criterion
3 = Meeting criterion
4 = Slightly above criterion
5 = Significantly above criterion

	NR/NA	1	2	3	4	5	Mean
*Course content is prepared with the advice and/or assistance of:							
1. Instructor	7	1	1	8	16	18	4.11
2. Students	13	2	4	16	13	3	3.29
3. Former students	21	3	2	11	13	1	3.23
4. Advisory committee members	38	4	0	5	2	2	2.85
5. Curriculum specialists	41	4	0	3	2	1	2.60
6. Employers	37	1	0	7	4	2	3.43
7. ACE coordinators/administrators	26	4	1	11	5	4	3.16
8. Course content is designed to allow time to acquire manipulative skills, technical knowledge and related instruction essential to qualify students for employment and/or avocational competence	15	1	4	9	15	7	3.64
9. As part of my teaching responsibilities, I am required to keep my course content current	7	1	0	5	22	16	4.18
*I have access to the following support services for curriculum development							
10. Word processing	41	1	1	4	2	2	3.30
11. Library services	20	3	0	15	6	7	3.45
12. AV materials and equipment	19	1	0	11	8	12	3.94
13. Duplication	10	3	1	13	7	17	3.83
14. Clerical support	25	4	2	11	4	5	3.15

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION
Instructors
Page 2

		NR/ NA	1	2	3	4	5	Mean
15.	Curriculum specialist/ division staff	36	3	1	7	2	2	2.93
16.	Computers	40	1	1	3	1	5	3.73
17.	Library materials and media for reference use are accessible to my students	23	1	3	10	7	7	3.57
18.	Texts and other print and non-print resources are sex fair; i.e., language is neutral	20	0	0	10	9	12	4.06
19.	Instructional media hardware and software are sufficient to provide for the needs of my students	24	3	3	7	8	6	3.41
20.	Facilities used for my courses(s) are appropriate	1	1	9	11	18	11	3.58
21.	Tools, equipment, and supplies are adequate to meet instructional objectives	8	2	6	15	11	9	3.44
22.	The ratio of students to work stations/classroom space is satisfactory	3	2	3	12	19	12	3.75
23.	Adequate safety devices are available and students are instructed on their use	18	1	3	12	11	6	3.55
24.	Students and staff are educated on emergency procedures and drills (fire/ weather)	10	5	8	16	11	1	2.88
25.	Staff is apprised of personnel policies related to salary and working conditions	10	3	3	15	12	8	3.46
26.	Well-defined and equitable procedures exist for evaluation of instructional staff	13	3	2	18	8	7	3.37

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION
Instructors
Page 3

	NR/ NA	1	2	3	4	5	Mean
27. A planned program of staff development in occupational and professional skills is in operation	21	3	1	13	8	5	3.37
28. I have received training in how and why to eliminate sex bias from instructional materials, methods and behavior	25	9	7	9	1	0	2.08
29. Course objectives are provided to students	6	0	1	13	16	15	4.00
30. A course outline is provided to students	13	1	1	14	15	7	3.68
31. Instruction is individualized and/or based on an analysis of each student's abilities and learning style	6	0	1	10	20	14	4.04
32. Students are encouraged to apply course content through the use of practical situations	7	0	1	7	21	15	4.14
33. Students' life experiences and competencies are utilized in the classroom	12	0	3	7	17	12	3.97
34. The reading level of written instructional materials is keyed to the reading competence of students	17	3	0	13	9	9	3.62
35. Up to date instructional materials are available to me for use in my course	12	3	5	8	12	11	3.59
36. A variety of teaching techniques (demonstration, discussion, visual aids, for example) are used	4	1	0	12	22	12	3.94

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION
Instructors
Page 4

	NR/ NA	1	2	3	4	5	Mean
37. Both sexes are welcome in my classes(es), are treated fairly and equally, and sex-fair language is used	3	0	0	7	12	29	4.46
*Provision is made for:							
38. Periodic evaluation of student performance	10	0	2	18	8	13	3.78
39. Student evaluation of course/program offerings	12	0	1	24	13	1	3.36
40. Supervisor evaluation of my instruction	14	7	10	11	7	2	2.65
41. Instructor self-evaluation	8	0	4	18	12	9	3.60
42. Appropriate policies and operating procedures are in place and made available to staff	7	1	5	18	13	7	3.45
43. ACE instructional staff have involvement in planning, decision-making and administration of the ACE program	23	3	4	11	7	3	3.11
44. A communications system exists between ACE management and instructional staff	15	2	4	17	4	9	3.39
45. ACE instructional staff have access to management staff at times and locations where classes are in session	17	2	2	14	11	5	3.44
46. ACE management staff members ask for suggestions and ideas for new courses	15	2	4	12	10	8	3.50
47. The goals and objectives of the ACE unit are made readily available to staff, students, and the community	13	3	2	18	7	8	3.39

	NR/ NA	1	2	3	4	5	Mean
48. The goals and objectives of the ACE unit are kept current with the times through input from staff, students and the community	12	2	2	16	11	8	3.54
49. The district does an effective job of publicizing its ACE courses	8	1	6	13	14	9	3.56

50. Which of the following best describes your position in the District?

10 (1) Part-time teacher - one course or section of a course each year

36 (2) Part-time teacher - two or more courses or sections per year

3 (3) Full-time contract staff

1 (4) Other: presently on leave for professional advancement

RPE:LRC:08/15/85

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION

II. Needs Identification, Marketing and Advisory Committees

Administrators

Key
NR/NA = No Response/Not Applicable
1 = Far below criterion
2 = Below criterion
3 = Meeting criterion
4 = Slightly above criterion
5 = Significantly above criterion

	NR/NA	1	2	3	4	5	Mean
1. Random sampling surveys of the area served by the district are made to determine specific needs and interests of the clientele	3	3	9	7	5	1	2.68
2. Communications with community agencies such as Vocational Rehabilitation, Health and Social Services, Veterans, and JTPA are made in order to identify needs of all adults, including the disadvantaged, handicapped, and other special groups.	2	0	2	9	11	4	3.65
3. Business, industry, and labor surveys are made to determine manpower needs of the community.	3	1	5	7	10	2	3.28
4. Population surveys are done at regular intervals to determine specific needs and interests of the people in the district.	7	3	5	9	4	0	2.67
5. Enrollment and attendance data for current offerings are used in updating and revising courses/programs.	1	0	1	10	14	2	3.63
6. A survey of students presently enrolled is made at regular intervals to determine if their needs are being met.	2	0	6	9	10	1	3.23
7. Media surveys (newspapers, brochures, flyers, radio, and TV) are used to gather comments from the general public as to their specific needs.	4	5	8	6	5	0	2.46
8. A communication channel has been identified and operationalized through which an individual (such as a homemaker) may make his/her needs known.	6	1	7	8	6	0	2.86

	NR/ NA	1	2	3	4	5	Mean
9. The established needs of the district are prioritized and objectives are set as a result of the needs assessment.	2	2	7	11	2	4	2.96
10. The needs of the student are considered in decision making regarding class location, time, and day or evening.	0	0	4	9	9	6	3.61
11. Data gathered from business and industry are carefully studied and courses are revised and/or upgraded to meet these needs.	3	0	6	10	6	3	3.24
12. New courses are added to meet identified needs.	0	0	5	5	14	4	3.61
13. Courses/programs are offered at accessible locations and may be rotated to meet the needs of clientele.	0	0	2	8	13	5	3.75
*Programs/courses are offered to meet the identified needs of various groups.							
14. Secondary school youth	6	1	5	10	6	0	2.95
15. Post-secondary school students and/or graduates	0	0	2	8	16	2	3.64
16. Unemployed and underemployed adults	1	0	3	9	11	4	3.59
17. Employed adults	0	0	3	9	14	2	3.54
18. Men/Women	1	0	2	6	16	3	3.74
19. The handicapped	4	0	8	6	9	1	3.13
20. The disadvantaged	3	0	4	9	11	1	3.36
21. Ethnic groups	3	1	2	14	6	2	3.24
22. Minority groups	4	1	1	12	8	2	3.38
23. Educationally disadvantaged	3	0	5	6	13	1	3.40

MARKETING

		NR/NA	1	2	3	4	5	Mean
24.	An organized marketing plan is used to promote the services of the Adult and Continuing Education unit.	3	7	6	8	1	3	2.48
25.	Finances are adequate to implement and maintain a planned program of marketing	3	9	10	4	1	1	2.00
26.	Brochures describing the ACE offerings are widely distributed throughout the district.	2	2	6	6	8	4	3.23
27.	A range of district staff is involved in developing and implementing a district marketing plan.	5	4	8	6	3	2	2.61
28.	The marketing plan includes provision for publicizing the achievements and/or services of the students and staff in the ACE unit.	4	5	10	3	3	3	2.54
29.	Language used in all district publications is sex fair.	3	0	1	7	8	9	4.00
*The district marketing plan identifies the following target groups and individuals.								
30.	Recent high school graduates	4	2	4	9	5	4	3.21
31.	District policy-making boards: county, city, other municipalities	8	2	4	8	4	2	3.00
32.	Advisory committees	5	2	1	9	6	5	3.48
33.	Educational systems: DPI, CESA, UW System, private schools, manpower planning boards, other	5	2	4	10	5	2	3.04
34.	Business and industry	5	2	3	8	8	2	3.22

	NR/ NA	1	2	3	4	5	Mean
35. Community organizations	6	2	4	11	3	2	2.95
36. Service providers (JTPA, CAP etc.)	5	2	1	9	5	6	3.52
37. Students (current and former)	4	2	4	10	6	2	3.08

Comments:

We have no District Marketing Plan!
What marketing plan?
Too much effort for results.

5 District administrator

17 Coordinator for full- or part-time programs

4 Evening supervisor

1 Center Supervisor, Regional Manager or Area Coordinator

1 ACE coordinator

RPE:LRC:08/15/85

ADULT AND CONTINUING EDUCATION UNIT SELF-EVALUATION

II. Needs Identification, Marketing and Advisory Committees

Advisory Committees

Key
NR/NA = No Response/Not Applicable
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		NR/NA	1	2	3	4	5	Mean
38.	Advisory committees have been appointed for ACE.	6	2	4	9	3	4	3.14
39.	ACE advisory committees assist with course planning and offerings.	7	2	7	8	3	1	2.71
40.	ACE advisory committees assist with unit evaluation.	9	3	9	6	1	0	2.26
41.	Advisory committee membership includes employers, employees, and/or other appropriate representatives.	5	1	1	9	7	5	3.61
42.	Adult and Continuing Education unit personnel are actively involved in advisory committee activities.	8	2	3	7	4	4	3.25
43.	Minutes of advisory committee meetings are on file.	9	2	1	5	5	6	3.63
44.	Advisory committee recommendations are analyzed and appropriate follow-up is done.	7	3	5	6	4	3	2.95
45.	Occupational program advisory committees include ACE needs as an on-going part of their discussions.	8	2	3	9	5	1	3.00
46.	Advisory committee efforts are recognized by the district.	8	3	7	8	1	1	2.50

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